

ESEA Self-Assessment Tool

Appendix G – State Education Programs for English Learners

Authorizing Statute

A.R.S. §15-751 through 755 (English Language Education for Children in Public Schools)
State Board Rule R7-2-306 (English Learner Programs)

Target Population

Students whose primary or home language is other than English (PHLOTE) who have been identified as English learners (ELLs) through the English language proficiency assessment process.

Purpose

To provide technical assistance to LEAs in which there are English learners, and to improve the educational programs required under state law, Structured English Immersion or Sheltered English Immersion or Bilingual Education (through waiver circumstances). The primary goal of these programs is to enable English learners to become proficient in English so that they may succeed in classes taught in English.

Program Description

Education Programs for English learners enable schools to provide English learners with the same opportunity to meet the Arizona Academic Standards that have been set for all students in the state.

Program components include:

- Identifying students whose primary or home language is other than English;
- Allowing English learners to become proficient in English and to succeed in academic classes taught in English;
- Providing assessment, reassessment, and monitoring of English learners in such programs;
- Significantly improving the quality of instruction by providing qualified, certified teachers and other staff in such programs;
- Providing parents with meaningful opportunities to participate in the education of their children;
- Targeting resources to those schools where needs are greatest;
- Assessing how well children are achieving the Arizona Academic Standards; and
- Providing technical assistance so as to allow greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student success.

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Parameters

The Arizona Department of Education shall:

- Enforce program requirements;
- Monitor and review fiscal records and LEA programs for compliance; and
- Present a summary of the reports and the state Superintendent's recommendations to the Legislature.

Collaborating Programs

Title III – English Language Acquisition, Language Enhancement, and Academic Achievement Act (Short Title). Other ESEA administered programs.

Grant Period

Money is distributed yearly as a part of the Group B weight funding.

Eligible Recipients

LEAs that have identified, assessed, and are providing a program of instruction to English learners.

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Local Education Agency (LEA) State Education Program for English Learners

ARS 15, Sections 752 through 755
State Board Rule R7-2-306

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team)

	Yes	No	In Progress	Evidence
The LEA receives Group B weight funding which is expended only for English learner programs.				
English Language Education A.R.S. §15-752				
1) The LEA has English Language Education programs procedures in place.				
2) The LEA has a Structured English Immersion program.				
Parental Waivers (Bilingual Education) A.R.S. §15-753				
1) The LEA has parental waiver procedures in place.				
2) The LEA has Bilingual Education program(s).				
3) The LEA provides Bilingual Education programs through the provision of parent consent through a waiver process. The following requirements are met:				
a) Prior written informed consent, to be provided annually by the child's parent or legal guardian.				
b) Child's parent or legal guardian personally visits the school to apply for a waiver.				
c) Parent or guardian is provided a full description of the educational materials to be used in the different educational program choices and all educational opportunities available to the child.				

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(Check responses agreed on by your self-assessment team)

	Yes	No	In Progress	Evidence
3) The circumstances in which a parental exception waiver may be applied for under this section are as follows:				
a) <u>Children who already know English</u> : The child already possesses good English language skills, as measured by oral evaluation or standardized test of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his grade level or at or above the 5 th grade average, whichever is lower; or				
b) <u>Older Children</u> : The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills; or				
c) <u>Children with special individual needs</u> : The child already has been placed for a period of not less than thirty calendar days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, that an alternate course of educational study would be better suited to the child's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records, and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools. Any such decision to issue such an individual waiver is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local governing board and ultimately the State Board of Education. Teachers and local school districts may reject waiver requests without explanation or legal consequence, the existence of such special individual needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to agree to a waiver.				

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(Check responses agreed on by your self-assessment team)

	Yes	No	In Progress	Evidence
Standardized Testing for Monitoring Education Progress A.R.S. §15-755				
In order to ensure that the educational progress of all Arizona students in academic subjects and in learning English is properly monitored, a standardized, nationally-normed written test of academic subject matter given in English is administered at least once each year to all Arizona public school children in grades 2 and higher.				

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PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON STATE EDUCATION PROGRAM FOR ENGLISH LEARNERS

1. Assistance is needed for the following components:
(List or specify that no assistance is needed)

2. The contact person to arrange the assistance is: _____
(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ Materials, resources
- ☐ Telephone consultation with the SEA or another technical assistance provider
- ☐ Professional development
- ☐ Short term ☐ Long term
- ☐ Expert consultant/distinguished educator
- ☐ School support team assistance
- ☐ Facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other: _____
(Please specify)

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Local Education Agency (LEA) State Education Program for English Learners State Board Rule R7-2-306

PART A: PROGRAM COMPLIANCE

(Check responses agreed on by your self-assessment team)

	Yes	No	In Progress	Evidence
Identification of Students to be Assessed				
1) The LEA uses school enrollment forms and home language surveys to identify students whose primary language is other than English.				
2) The school enrollment form and home language survey contain the following statements:				
a) The primary language used in the home is other than English.				
b) The language most often spoken by the student is other than English.				
c) The student's first acquired language is other than English.				
English Language Assessment				
1) The LEA assesses all students in kindergarten and first grade whose primary language is other than English by the administration of an oral English language proficiency test from among the list of assessments approved by the Superintendent of Public Instruction. Students who score below the publisher's designated score for fluent English proficiency in any of these tests are classified as English learners. The LEA administers:				
a) The IDEA Proficiency Test (IPT), or				
b) The Language Assessment Scales (LAS), or				
c) The Woodcock-Munoz Survey (WMLS), or				
d) The Woodcock Language Proficiency Battery-Revised (WLPB-R).				

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(Check responses agreed on by your self-assessment team)

	Yes	No	In Progress	Evidence
2) The LEA assesses all students in grades 2 through 12 whose primary language is other than English through the administration of an oral, reading and writing English language proficiency test from among the list of assessments approved by the Superintendent of Public Instruction. Students who score below the publisher's designated score for fluent English proficiency in any of these tests are classified as English learners. The LEA administers:				
a) The IDEA Proficiency Test (IPT), or				
b) The Language Assessment Scales (LAS), or				
c) The Woodcock-Munoz Survey (WMLS), or				
d) The Woodcock Language Proficiency Battery-Revised (WLPB-R).				
3) English language proficiency assessments are conducted by individuals who are proficient in English and who have been thoroughly trained to administer and score the tests.				
4) The LEA assesses the English language proficiency of all new PHLOTE students within 60 school days of the beginning of the school year or within 30 school days of a student's enrollment in school.				
Assessment of Students in Special Education or in the Special Education Referral Process				
The LEA employs alternate procedures for assessing Special Education students or students in the process of being referred to Special Education if a multidisciplinary evaluation/IEP team finds the English language assessment procedures inappropriate for a particular Special Education student or student in the process of being referred to Special Education.				
Screening and Assessment of Students in Gifted Education				
There are specific criteria in place to ensure that English learners go through the process of identification and assessment for gifted education programs.				

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(Check responses agreed on by your self-assessment team)

	Yes	No	In Progress	Evidence
English Learner Programs				
1) The LEA provides daily instruction in English language development appropriate to the level of English proficiency of the English learners and consistent with A.R.S. §15-751-753. The English language instruction includes listening and speaking skills, reading, and writing skills and cognitive and academic development in English.				
2) English learners are provided instruction in basic subject areas under the course of study adopted by the State Board of Education, pursuant to R7-2-301 and R7-2-302, that is understandable and appropriate to the level of academic achievement of the English learner and is in conformity with accepted strategies for teaching English learners.				
3) The curriculum of all English learner programs incorporates the Arizona Academic Standards adopted by the State Board and is comparable in amount, scope, and quality to that provided to English proficient students.				
4) Additional compensatory instruction to help English learners achieve these academic standards is available and/or provided.				
5) Information on how parents can request a meeting to review their students' progress in achieving academic standards is provided.				
6) The LEA maintains a student record file on each English learner.				
7) The LEA engages in an English learner program evaluation process to develop English learner programs for English learners.				
Reassessment for Reclassification				
1) Language reassessment criteria and procedures for the reclassification of students are in place.				
2) The LEA reassesses each English learner for reclassification at any time, but reassesses each English learner for reclassification at least once a year.				
3) The LEA reassesses English learners in kindergarten and first grade with the oral test of the same English language proficiency test used for initial assessment. Students who score at or above the test publisher's designated score for English proficiency are reclassified as fluent English proficient (FEP).				

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(Check responses agreed on by your self-assessment team)

	Yes	No	In Progress	Evidence
4) The LEA reassesses English learners in grades 2-12 with the same oral, reading and writing English language proficiency tests used for initial assessment. Students who score at or above the test publisher's designated score for English proficiency are reclassified as FEP.				
5) The LEA notifies teachers when a student has been reclassified as FEP.				
6) The LEA notifies parents when their student has been reclassified as FEP.				
Reassessment of Special Education Students for Language Reclassification				
The LEA employs alternate procedures for reassessing Special Education students if a multidisciplinary evaluation/IEP team finds the reassessment procedures inappropriate for a particular Special Education student.				
Evaluation of FEP Students after Exit from English Learner Programs				
1) The LEA monitors each student exited from an English learner program.				
2) The LEA evaluates English learners reclassified as FEP each of the two years following reclassification.				
3) The LEA evaluates the exited students' reading and writing skills by administering the reading and writing English language proficiency tests administered to the student during initial assessment and reassessment.				
4) The LEA evaluates the exited students' mathematics skills and content area mastery by using either the AIMS test or a nationally standardized norm-referenced achievement test pursuant to A.R.S. §15-741.				
5) Exited students who are not performing satisfactorily, subject to parental consent:				
a) are re-enrolled in an English learner program and/or				
b) are given compensatory instruction designed to correct the skills or knowledge deficits indicated by the reassessment results, and				
c) a written plan/documentation of the compensatory instruction provided is kept in the student's academic file.				

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PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON STATE BOARD RULE R7-2-306 FOR ENGLISH LEARNERS

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2. The contact person to arrange the assistance is: _____
(Name and Phone Number)

3. The type of assistance needed includes:
(Check all that apply)

- ☐ Materials, resources
- ☐ Telephone consultation with the SEA or another technical assistance provider
- ☐ Professional development
- ☐ Short term ☐ Long term
- ☐ Expert consultant/distinguished educator
- ☐ School support team assistance
- ☐ Facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other _____
(Please specify)